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ABSTRACT

This report discusses two aspects of the status of early childhood development services in Oklahoma: (1) a survey of the present efforts, programs, and supportive services in the state; and (2) a proposed plan to establish a new state office of early childhood development. The report reflects the philosophy that every child in the state has a right to opportunities which insure total development and that it is the state's responsibility to provide these opportunities. In the first section, a thesis for a model state process of establishing quality programs is presented, stressing the developmental stages involved and the structures and objectives of the state office. Also, the major findings about Oklahoma child development activities are listed. The second part of the report includes a discussion of the proposed process for creating a state office, duties of an appointed task force, location of the office in state governmental structure, staffing, and publications. (SDH)

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"The prospects never looked brighter and the problems never looked tougher. Anyone who isn't stirred by both of these statements is too tired to be of much use to us in the days ahead."

John W. Gardner

"No Easy Victories"

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However, the opinions expressed herein do not necessarily reflect the policy or position of the National Office of Child Development, the University of Oklahoma or the Oklahoma Head Start T&TA Committee and no official endorsement of this plan for a State Office of Early Childhood Development by any of these groups should be inferred.

PHILOSOPHY

To comprehend this study and proposal, an understanding of the philosophy on which it is based is necessary. This philosophy is in two parts:

1. The belief that every child in the State, regardless of social and economic status, has a right for opportunities which ensure total development---physical, mental and emotional.
2. The belief that the State has the responsibility to ensure that quality opportunities are available in a comprehensive coordinated fashion for the total development of each child, regardless of social or economic status, in the State.

By early childhood development we mean the services, programs and activities relating to the total development of all children from 0-6 years of age regardless of social or economic status.

Many parents can and do provide quality developmental opportunities for their children. But many other parents need some assistance, not always financial, at various stages of their children's development. A recognition, by many parents, of the importance of providing opportunities for the total development of young children came, in part, as the result of the Head Start Demonstration program.

As part of the "War on Poverty" effort initiated in 1965 by the Johnson Administration, the Head Start Program was designed as an effort to ensure the maximum development

of young children by addressing the physical, emotional and mental development of eligible children from three to public school age.

This effort was limited, legislatively, to serving children of parents within the Federal poverty guidelines.

The results of this effort have been closely observed and studied by persons who did not economically qualify for the Head Start Program. These persons can see that Head Start children have developed in ways that are most desirable. Other parents, who need like services, observe that Head Start Programs (full-day) also provided mothers an opportunity to work by providing someone qualified to care for her children.

The Head Start Federal funding appropriations have always been limited. Only about 10--15% of the children eligible are now being served. Efforts to secure additional Federal support for early childhood development have been unsuccessful. The last major Federal bill was vetoed by President Nixon in December, 1971.

"Young children are the most important resource any State has"is more than a clique that many politicians use. Every child in Oklahoma should have (and must have) the opportunities to ensure his maximum physical, mental and emotional development. Each of these areas is equally important. If a child does not have a strong positive self-concept (emotional development) by the time he enters public schools, his chances for success are greatly diminished. If a child does not have the proper nutrition and preventive

health treatment, he will not be able to take good advantage of the best school services available.

Parents are the primary educator of their children. All other institutions and agencies should serve in a supportive role to parents. Development and education starts at birth, not when a child starts to public school. But more and more studies indicate that many parents do not understand the various developmental stages of their young children. Because they do not know or understand this process, many parents do not provide the necessary learning and growing experiences a child must have from 0 - 6 years of age. More and more funds are being spent in Oklahoma to assist children remedially from 12 to 18 years of age (and older) who have not attained the emotional and mental development necessary to function properly in society. The Oklahoma Council on Juvenile Delinquency Planning in its report "Youth in Trouble---a Shared Concern" (1970-71) says "The main thrust clearly must be toward prevention and keeping youth out of the juvenile justice system". (P. 11).

Many children do not have good opportunities to develop because while their mothers work, these children are placed in custodial situations instead of good developmental settings.

Many people believe that, now, States must recognize and accept responsibility for some role in early childhood development services. (For a review of activities of other states, see Attachment I.) This role includes, among others, a public policy and coordinated services delivery mechanism.

This State role could, in addition, include the establishment of a state-wide program for three or four year olds as in California or a smaller role of coordination and advocacy. In Oklahoma, the public school kindergarten has been available since 1972 and will become mandatory in the '74-75 school year. Therefore, Oklahoma, from a financial as well as an attitudinal standpoint, is not ready for the implementation of a statewide system similar to California.

Every city and town in Oklahoma with more than 500 population should be addressing the child development/care problems in their area in the same planning process as these units of government are addressing the areas of industrial development, housing, public transportation, water, sewer, etc.

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THESIS FOR MODEL STATE PROCESS

The thesis for a model process that a state goes through in establishing quality early childhood development programs has been determined and appears to fall into two major areas.

1. The developmental stages through which a State must go before the State can expect to establish a viable comprehensive early childhood development organization (a State Office of Early Childhood Development).
2. The structure of the State Office that will ensure a well-balanced and comprehensive delivery system.

THE STAGES IN THE DEVELOPMENT PROCESS

There appear to be three major stages in the developmental process before the establishment of a comprehensive early childhood development program at the state level. These are:

1. An awareness level.
   - A. People - state-wide.
   - B. Policy makers - state level.
2. A commitment level.
   - A. State Executive.
   - B. State Legislative.
   - C. State Agencies Directors
3. An action level.
   - A. State Legislature
   - B. State Executive.

The major efforts of a State Office of Early Childhood Development are:

1. Planning and Advocacy.

   A. A State study including a needs assessment and statistical data gathering capacity.

   B. A resource coordination and utilization mechanism.

   C. Legislative development capacity.

2. Program Maintenance.

   A. Capacity for delivering training and technical assistance.

   B. Delegation of authority for State or Federal Programs.

   C. Block Grants.

Certain portions of the above process require simultaneous development and other portions require following a sequence of events. The following will briefly describe what is intended by each of the various levels of development.

1. AWARENESS LEVEL

By awareness, we mean the general understanding and acceptance of the population throughout the entire state for the need of a comprehensive service delivery system in the field of early childhood development. This would include:

   A. An awareness on the part of public officials to the effect that there is a problem and a concern in this area.

   B. An awareness and an agreement on the part of the general public of the need for State involvement in the area of early childhood development.

C. An awareness and acceptance of a comprehensive early childhood development policy and state coordination mechanism by local, private and public operators of pre-school early childhood development programs.

D. An awareness by state officials, both elected and public agency officials, of the many efforts currently being carried out in this State in an uncoordinated fashion in an attempt to address the overall child development needs of the State. There must be a common understanding by all of the above for the need to have something done at the State level.

2. COMMITMENT LEVEL

This means the commitment by the Governor, the State Legislature and the Chief Social Services Agencies' executives for the development of a State public policy which clearly indicates a commitment on behalf of the State of Oklahoma to serve children and their families in a coordinated way. This commitment can be in the form of the establishment of organizations to begin exploring the problem, development of public policy to begin addressing the problems, the establishment of legislative regulations protecting children and their families and finally the appropriation of funds for specific services to children and their families in

providing a broad array of early childhood development programs throughout the entire State. Obviously, there is a broad range of types of commitments which can be made and have already been made in Oklahoma, but it has been found to be essential that a firm commitment must be made on the part of all three of the above State Public Policy leaders before significant new efforts can evolve in the area of Child Development at the State level.

This commitment will be manifested in actions that lead to the creation of the State Office of Early Childhood Development. One person must be designated to coordinate all preliminary activities which lead to the creation of this office.

MAJOR STATE OFFICE EFFORTS

PLANNING AND ADVOCACY

The State must first develop a Planning and Child Advocacy capability, the first major task of an established State Office of Early Childhood Development. A great lesson should be learned from the mistakes of the 1960's when funds for operating programs were available before a planning process had been established to decide as to how the funds might best be spent. Likewise, we have seen many organizations, including OEO and OCD, become so involved in the daily operations of such programs that there is little effective planning or advocacy going on. Experience shows us that such a State administering agency must have a well-balanced capacity to do both planning and advocacy as well as program operations. If States are given the responsibility for operating programs before or at the same time they are setting up their planning and advocacy systems, the State will fail in the planning aspect because the office will get so caught up in day-to-day program operation at the expense of adequate planning and advocacy. The State Office should have at least one year to do planning and advocacy before considering acquiring program operations.

1. STATE STUDY

The Planning and Advocacy section of the State Child Development effort must include such efforts as:

A. Gathering necessary data of all early Childhood Development efforts in State, and

B. The assessment of needs (a comprehensive state plan).

(This will be first included as a part of an overall State needs assessment study as well as the development of any statistical reports which will assist both Federal and State levels in maintaining a basic data base upon which to make effective legislative policy and management decisions. This is the first step recommended by the Education Commission of the States. The State should have a planning capacity whereby the State, after gathering its basic data, has the capacity to develop short and long range plans in addressing the comprehensive needs of all children throughout the State. This planning should not be limited to those services simply provided through Federal funding or State funding agencies but rather for the comprehensive delivery system of services to all children throughout the State.)

2. RESOURCE COORDINATION AND UTILIZATION MECHANISM

   A. Identification and utilization of all existing resources.

   B. Coordination among these various resources, services and needs.

   C. Community Organization mechanism which can provide a communication network through the entire State from local communities (effective county 4-C organization is one approach and use of planning districts is another.)

Likewise, a statewide coordinating mechanism should be in place that provides for the total utilization of all available community resources directed at serving children in specific areas. This does not mean placing all children

services in this office. The Department of Institutions, Social and Rehabilitative Services has and shall continue to have responsibility for high risk children; the State Health Department, health services and the State Education Department, public school education. This coordination mechanism should be basically a community organization operation which is tied into the overall state planning system.

3. CAPACITY TO INITIATE LEGISLATION

A State Office of Early Childhood Development should have the capacity for developing public policy and proposed legislation relating to children's programs at the State level as well as the capacity to recommend and influence possible national public policy formulation in policy areas where a national direction would be desired.

FINDINGS OF OKLAHOMA ACTIVITIES

1. Oklahoma has many early childhood development efforts, programs and supportive activities (See Attachment 1, page 27). and many Oklahomans are definitely concerned, interested and involved in this area of endeavor.

2. Oklahoma's early childhood development efforts are fragmented and categorical with no central focal leadership at the state level; and very limited leadership at local or area-wide levels. Therefore,

   A. There is very limited development of a comprehensive State policy or involvement with national early childhood development policy;

   B. There is no involvement in the local planning process (child care is not one of the elements addressed in many communities planning profiles);

   C. There is no one office at the State level serving as an advocate for young children with State, County or City Officials.

   D. There is no one central information center for early childhood development information and State activities. There is some duplication of efforts, ie, the Governor's Committee on Children and Youth, the State 4-C Committee and the Child Advocacy Committee of Oklahoma Mental Health Association.

3. The Department of Institutions, Social & Rehabilitative Services has primary State responsibility for high risk children, ie., blind, retarded, deaf, orphan, crippled

children, AFDC children and provides protective services in the form of foster care, licensing of day care centers and day care homes and children's hospital. The Department of Institutions, Social and Rehabilitative Services is the State agency which receives most Federal matching funds for health and welfare services, including Title 4-A funds for day care and WIN day care.

4. The major State Department of Education early childhood development activity is with the kindergarten programs. In Oklahoma, kindergarten for five year olds will be mandatory beginning with the 1974-75 school year.

5. The Oklahoma State Health Department maintains many health services for young children through the County Health Department (examples: Maternal and child care and immunizations). The Oklahoma State Health Department also operates a statewide network of public guidance centers. In heavily populated areas, these centers have as many as nine full-time staff members with some part-time staff. As of January, 1972, there were 14 full-time child guidance specialists working in these centers. The Health Department has two part-time, very qualified early childhood development specialists at the State level who provide staff training and develop programs.

6. The twenty-five Community Action Agencies in Oklahoma are the grantees for approximately $6.5 million of Federally funded Head Start Programs. Federal legislation

limits use of these funds to children of families within the Federal Poverty guidelines. The University of Oklahoma and the Oklahoma State Office of Economic Opportunity have the two training and technical assistance grants which support local Head Start Programs.

7. The Oklahoma 4-C Committee is composed of representatives from the major State service agencies, Head Start and a few local communities. As presently constituted, there is limited membership. This committee is the State's major link to the Federal Regional Council. Its scope of effort is limited to assisting approximately ten communities with establishing local 4-C committees and exchanging information of interest. The State 4-C committee's efforts will always be very limited as long as it does not have full-time staff.

8. There are 940 licensed day care homes and 522 licensed day care centers (DISRS 8/1/73) in Oklahoma. One of the major concerns in regard to this group is the lack of staff training, either pre-service or in-service. The DISRS licensing staff has responsibility for both licensing and training, but because of the number of centers and/or the large geographic territory assigned to each person, licensing activities require the major portion of staff time. See Attachment 3, Page 38.

9. In keeping with the national trends, more and more Oklahoma women are working outside the home. Women

make up 33% of the State work force. 30.5% of the married women with children under six years of age are in the Oklahoma labor force. 51% of the single women in Oklahoma with children under six are employed outside the home. More and more industry is coming to Oklahoma that will employ large numbers of women. Examples: Frederick - Kellwood; Pauls Valley - Kellwood; Oklahoma City - Haggars, Western Electric; Atoka - Ethan Allen. The Tulsa and Oklahoma City Areas have approximately two-thirds of all available licensed day-care facilities. Oklahoma community planners and developers (State Industrial Development Commission, State and local Chamber of Commerces, large employers of women, planning districts and HUD Annual Arrangements with cities) are not now considering child care as one of the major elements in planning for a new industry. As more and more women seek employment outside the home (public school teachers, nursing home staff, county government employees and hospital staffs) the community developers must address this problem. At the present time, a few hospitals in Tulsa and Oklahoma City are the major employers addressing the child care needs of their employees.

FOR THE PEOPLE, LEGISLATURE AND GOVERNOR:

A PLAN TO ESTABLISH A STATE OFFICE OF EARLY CHILDHOOD DEVELOPMENT

To prepare a comprehensive state-wide early childhood development plan, to coordinate the many early childhood development activities now in Oklahoma and to develop programs to meet child care needs in the future, a State Office of Early Childhood Development should be established by the State Legislature and the Governor. Experience has shown that paid staff is essential for the task to be done. Coordinating committees serve another role and cannot perform the task desired.

PROPOSED PROCESS FOR CREATING A STATE OFFICE

The Education Commission of the States, Denver, Colorado, supported by a grant from the Office of Child Development/HEW, is providing technical assistance to States interested in developing a State Office of Early Childhood Development. The Governor should request that this group assist an Oklahoma Early Childhood Development Task Force in preparation of data to support the introduction of an enabling bill in the 1974 session of the Oklahoma State Legislature. Because of the Legislature's position on the Governor not establishing another State Agency or office by executive order,* there must be legislative authorization for the State Office of Early

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* Prior working drafts of this proposal prepared during this year indicate that such an office could be developed by Executive Order or Legislative Mandate.

Childhood Development. Therefore, there should be an interim study made jointly by an appointed Task Force and the Legislative Council before the January, 1974 session of the State Legislature.

The following is a possible approach to this study.

ACTION	ALTERNATIVES	RECOMMENDATIONS
Governor appoint Early Childhood Development Task Force* to assist Legislative Council	Use State 4-C Committee	Appoint a 30 member task force. Necessary members:
	Use Governor's Committee on Children and Youth	Dr. Wanda Draper-State Health Department
	Appoint new task force of persons knowledgeable and experienced in area of early childhood development.	Betty Young - Tulsa Past President of Southern Association of Children Under 6.
		Vernita Thru - State Head Start Director Association President.
		Senator Jim Howell
		Senator George Miller
		Representative Hannah Atkins
		Representatives from Education and Welfare Departments, State OEO, State Mental Health and private citizen representation from each of the six Congressional Districts.

DUTIES OF GOVERNOR'S EARLY CHILDHOOD DEVELOPMENT TASK FORCE

With assistance from Education Commission of States and the Legislative Council, this task force should prepare the

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* I make a distinction between Committee and Task Force. A committee is an ongoing group with a special interest. A task force is appointed to do one special task and when that task is completed, the group disbands.

necessary documentation for legislative hearings, including drafting a proposed bill, planning strategy on who should testify before Legislative Committees and who should provide the various kinds of professional expertise prior to and during hearings and floor action.

LOCATION OF STATE OFFICE OF CHILD DEVELOPMENT IN STATE GOVERNMENTAL STRUCTURE

One of the major concerns of many students of Oklahoma government is the need to reorganize state government so it can more effectively deliver services and can be better managed administratively.

Ideally, the Oklahoma State Office of Early Childhood Development should be in the State Human Development Division. Since reorganization of State Government may be several years in coming, the Task Force should determine the most effective location under the present governmental structure.

Experience of other States indicates that the initial location of the State Office of Child Development must provide state-wide visibility and strong support from the State's key policy makers.

The following state agencies should be considered when determining the best location of the State Office of Early Childhood Development. With each is my assessment of the pros and cons of each office as the best site.

I. THE OFFICE OF COMMUNITY AFFAIRS AND PLANNING. This Office has a statutory base, has a state-wide operating mechanism---the eleven planning districts

governed by local elected officials---and its primary objective is comprehensive planning. For the first two years of life, the State Office of Child Development should be preparing a comprehensive State plan and coordinating statewide activities. Many of the planning districts have advisory committees of local citizens on crime, manpower training, etc, which allows local citizen participation and should likewise have an advisory committee on Child Care. This advisory group could assist local planners and decision makers in resolving area-wide child care problems.

II. STATE HEALTH DEPARTMENT. This State agency's primary responsibility is the health of all Oklahoma citizens and the delivery of health services, either direct services to people or health informational statistics and data. The State Board of Health governs the State Health Department. The State Health Commissioner has already recognized the need to be responsive in the area of Early Childhood Development. He has employed, on a part-time basis, two qualified early childhood development specialists at the State Office and has some staff in the guidance centers across the State assigned to early childhood development programs. If a State office of Early Childhood Development were located in the State Health Department it might not get the kind of visibility required

since most people look to the State Department for Health Services and Information.

III. THE STATE EDUCATION DEPARTMENT. This department has traditionally maintained educational (mental development) programs for children six years of age through the 12th grade. Recently, Oklahoma has established a kindergarten program for five year olds, but this is not mandatory until the 1974-75 school year. If the State Office of Early Childhood Development were placed in the State Education Department, the concerns might arise regarding parent involvement and training, possibilities for broad coordination, reaction of parents needing multi-services and the independence of local school districts.

The early childhood development effort is for total development of a child and if located in the State Education Department many parents might view the effort as only a school readiness program which it should not be.

In addition, the teaching staffs in public education must be certified based on college credits. Many workers in the early childhood development area are not so certified and many should only be certified based on competencies and performance.

IV. THE DEPARTMENT OF INSTITUTIONS, SOCIAL AND REHABILITATIVE SERVICES. This social service agency provides most of its services to high risk children---the blind,

deaf, retarded, crippled, AFDC, orphans and protec ‘ve services such as licensing, foster care, etc. The State's early childhood development effort should encompass all children regardless of social or economic status. Most children served by DISRS must qualify under some guidelines. Because of the strong emphasis on high risk children in this agency an office of early childhood development located in DISRS would easily get over shadowed and might not be able to be as effective as desired. Many people in Oklahoma still view this agency as "strictly welfare" and are very reluctant to associate with programs maintained by this department.

V. THE STATE OFFICE OF ECONOMIC OPPORTUNITY. This office has been required by congressional mandate to deal with programs to assist persons economically deprived as defined by the Federal poverty guidelines. Therefore, many Oklahomans would be very reluctant to affiliate with an office of early childhood development if located in this office. These persons could easily assume any state efforts as only available to the economically deprived. Working with an already established state-wide network will enhance the beginning efforts of a State office of Early Childhood Development. The Head Start Program is operated by the Community Action Agencies and because of its large federal funding could easily overshadow any new state endeavors in early childhood development.

There is also the question of how long federal funds will be available from the national Office of Economic Opportunity for local Community Action agencies and the State office. If these funds are eliminated, another concern will be whether local and state funds will be available to continue the operation of local Community Action Agencies.

The Task Force may have additional factors that must be considered when determining where the State Office of Early Childhood Development should be located in the State governmental structure.

STAFFING OF A STATE OFFICE OF EARLY CHILDHOOD DEVELOPMENT

The staffing of a State Office should be in direct proportion to the size of the State appropriation. If a large State appropriation is available, staff accordingly.

I recommend a very small staff with a very small State appropriation for the first year or two. The first year or two most staff salaries could come from Federal grants. My recommendation is a staff of 5 or 6 the first year. Here is one possible approach:

The Executive Director must have a PhD in Early Childhood Development and a strong background in Administration.

The current part-time Director of the State Health Department's Early Childhood Development program has these skills. This person and her qualified assistant are already on the state payroll part-time.

Oklahoma now has two Head Start training and technical assistance grants funded by the Regional Office of Child Development, Dallas. These two grants should be located in the State Office of Early Childhood Development. At least four persons are presently salaried under these grants and have valuable experience, knowledge and contacts with already existing early childhood development activities in Oklahoma.

The HEW Intergovernmental Personnel assigned to the Office of Community Affairs and Planning could be continued for another year.

Some states in the Pacific Northwest are also receiving an integrated grant from the Federal Regional Council

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for establishing a State Office of Early Childhood Development. This option could be explored in Oklahoma.

The success of the State effort will be in direct relationship to the qualifications and experiences of the initial staff.

After the passing of enabling Legislation to establish the State Office and staff is selected the Office should be organized with four major program areas.

1. Research and Planning - This should include the coordination with all organizations in the State with possible interest in the development of young children.
2. Public Relations/Education - The use of all news media as a public education tool.
3. Training and Technical Assistance - This should be the major focus the first year.
4. Program Operation - This section should not be operative for the first 18 to 24 months.

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PUBLICATIONS

During this year of study and review, I have accumulated many documents, publications, pamphlets and books in regard to early childhood development in the nation and particularly in Oklahoma. Most of these will be available to the Executive Director of Oklahoma State Office of Child Development.

But in the initial study of the state's early childhood development situation by child advocates and decision makers, I want to highlight two publications:

1. "Early Childhood Programs in The States: Report of a December 1972 Conference", The Education Commission of States, Report No. 34, March, 1973.

2. "Establishing a State Office of Early Childhood Development: Suggested Legislative Alternatives", The Education Commission of the States Report No. 30, December, 1972.

Attachment 1

SPECIAL REPORT:

STATES MOVE TO MANAGE
PROGRAMS FOR CHILDREN

"Day Care and Child Development Reports", Volume 2, Number 9, April 16, 1973.

Increasingly serious management problems are being created by state efforts to satisfy public demand for a variety of educational, health and social service programs for children.

As program numbers increase, states are looking for ways to unscramble the bureaucratic maze resulting from Federal, state and local ground rules for financing, administering and operating them.

Six years ago, Arkansas was the only state with a plan to coordinate children's services. Today, nearly one-third of the states have moved to establish single agency control and others are taking preliminary steps toward consolidated management.

Several general approaches to coordination are emerging:

-- Some states have named an existing public, quasi-public or independent agency to coordinate programs. California tapped the Department of Education to be responsible for children's programs. Proposed legislation in Maine would make the State 4-C Committee the Office of Child Development. Appalachian states have used Intra-agency Child Development Committees, originally set up to develop and administer Appalachian Regional Commission (ARC) early childhood programs, as coordinating mechanisms.

-- New offices for children in state agencies or in offices of governors have been established in Florida, Idaho and Massachusetts.

-- Central coordination has been established through executive order, legislative action or administrative reorganization, depending on the individual state's political makeup, constitution or legal powers of designated agencies.

-- Some states have put children's programs under the public school system; others have created new offices to develop universal, comprehensive child care programs. Their powers range from data gathering to coordination to fund allocation.

Here is a national summary of current and proposed child development activities:

Alabama: 1971 executive order created Interdepartmental Coordinating Committee for Early Childhood Education, composed of representatives from five state agencies, to review all child development applications; grant reporting constraints have limited review to ARC programs only.

Alaska: 1972 act established Office of Child Advocacy to review state early childhood programs; exists on paper only since no funds were appropriated.

Arizona: Departments of Public Welfare, Health and Education administer day care and preschool programs; no coordinating agency.

Arkansas: Governor's Council on Early Childhood Development, organized in 1967, led to 1969 establishment of Office of Early Childhood Development; it coordinates programs administered by Departments of Health, Social and Rehabilitation Services and Education.

California: 1972 Child Development Act made Education Department state agency responsible for child care programs previously administered by Welfare Department in addition to its own children's centers program; publicly funded child development programs to be expanded over five years under companion 1972 Early Childhood Education Act.

Colorado: A bill to establish an Office of Child Development in Governor's Office (based on study conducted by Education Commission of States) is before legislature.

Connecticut: Day Care Division in Community Affairs Department administers state and Federally funded day care; conducted needs assessment in conjunction with Office of State Planning; works with Health Department on licensing.

Delaware: Goal of statewide kindergarten program met by end of 1971-72 school year; legislation to establish pilot, pre-kindergarten program, recommended by Department of Public Instruction in 1970, has yet to be considered; Children's Bureau in Health and Social Services Department monitors day care facilities and is licensing agency.

Florida: Office of Child Development, in Governor's Office, established legislatively July, 1972; now surveying needs to develop plan for statewide early childhood education program proposal to be presented to legislature by June 30.

Georgia: Two state agencies administer child development programs: Division of Early Childhood Education and Special Education in Education Department and Division of Family and Children's Services in Human Resources Department; General Assembly last year rejected Governor's task force report calling for state supported child care system; but passed state's first child development act, providing services for young children with physical or mental handicaps.

Hawaii: Proposal before legislature would establish Office of Child Development to coordinate programs; state Education Department drafting child development legislation.

Idaho: Office of Child Development established by executive order Nov., 1971; it is surveying existing programs and projected needs.

Illinois: Department of Children and Family Services, established by General Assembly in 1969, coordinates and plans child development facilities; other departments also administer day care.

Kansas: Democratic governor supported bill to establish state Office of Early Childhood Development in Governor's Office; Republicans backed measure to establish a division of services to children and youth in the newly created Department of Social Services; this passed the Senate but died in House when the Legislature adjourned until next year.

Kentucky: State Departments of Education, Child Welfare, Public Health, Mental Health and Economic Security administer children's programs; there is an Interagency Committee on Child Development, but no state office of child development.

Louisiana: Federally funded day care programs administered by state Departments of Welfare, Education and Health and State Office of Economic Opportunity.

Maine: Recently established state 4-C Committee would be made state Office of Child Development under bill currently before legislature; 4-C Committee now in Bureau of Social Welfare, Department of Health and Welfare.

Maryland: An Office of Childhood Development in Department of Employment and Social Services is developing a coordinated, comprehensive state plan for child development; it administers day care programs previously operated by Social Services Department.

Massachusetts: Legislation last year established Office of Children in state Office of Human Services; coordinates state agencies' day care activities, and has power of the purse -- with authority to apply for, distribute and spend Federal funds; Office is developing licensing codes and has licensing responsibility; legislation also established statewide system of local councils which determine needs, monitor programs, seek revenue sharing funds.

Michigan: Responsibility divided among three departments: Education, Social Services and Labor; in February State 4-C Coordinator's Office moved, by executive order, to Governor's Office from Department of Social Services as step toward coordination of children's services.

Minnesota: 1971 Child Care Facilities Act set up day care advisory committee of parents, state agencies and community groups to advise welfare

commissioner on grants and licensing appeals; proposed legislation would make committee statutory; bill before legislature, proposed by Minnesota Children's Lobby, would appropriate $4.4 million under Facilities Act for state to assume cost of Federal cutbacks.

Mississippi: 1971 executive order established interagency Child Development Council to design and implement statewide child development plan; legislature considering bills to establish public kindergartens, create Office of Early Childhood Education in Education Department and authorize local school boards to set up early childhood programs, like Head Start, in public schools.

Missouri: State Division of Welfare responsible for licensing day care; Education Department last year established early childhood education division, which has proposed legislation to provide state funds to preschool programs for handicapped.

Montana: Has State 4-C Project, but no State Office of Child Development; was the first state to adopt a Children's Bill of Rights in its Constitution.

New Jersey: Bureau of Day Care in Department of Institutions and Agencies is licensing agency for public and private day care centers; Office of Early Childhood Education in Education Department provides technical assistance to Head Start and Follow Through and supports early childhood learning centers; two agencies eyeing cooperative planning.

New York: A bill to establish an Office for Children and Their Families to coordinate programs before State Assembly; another proposed bill would put all funds for children's services in one budget.

North Carolina: Office of Child Development, the administrative arm of the State Interagency Child Development Committee, operates 33 ARC-IV-A centers; in 1969, state Department of Public Instruction initiated pilot project establishing full day kindergarten-early childhood education centers in eight districts; Office of Child Day Care Licensing established last year is developing licensing requirements and will require public and private centers to be licensed.

North Dakota: Legislature recently rejected two bills to establish public kindergartens; Social Service Board supervises day care centers and nursery schools; no agency responsible for private kindergartens.

Ohio: Interagency Child Development Committee coordinates ARC children's programs; Public Welfare Department responsible for day care licensing; Education Department proposing legislation to establish public kindergartens in all school districts and require state Board of Education certification of preschool teachers.

Oregon: Children's Services Division, State Department of Human Resources, responsible for children's social service programs; Department of Health, Education and Welfare responsible for Head Start; no state supported day care programs, state-wide kindergarten programs or licensing of private programs.

Pennsylvania: State 4-C Committee is Child Development Committee and funding mechanism for ARC grants; several departments administer child development programs but there is no coordinating agency.

South Carolina: Office of Child Development in Governor's Office established by executive order July, 1972; a spinoff of State Child Development Council, the ARC funding mechanism, it coordinates all child development programs, administers ARC programs and operates 50 centers under Emergency Employment Act. Pilot public kindergarten program serves one-third of five-year-olds.

South Dakota: State government reorganization delayed creation of child development agency in governor's office; Department of Public Instruction and Public Welfare administer programs.

Tennessee: Interagency Committee on Child Development first established to coordinate ARC programs, is broadening scope to include other child development programs; is surveying state programs.

Texas: 1971 executive order created Office of Early Childhood Development in Department of Community Affairs; responsibilities include planning, coordination, staff training and technical assistance; sponsors pilot project to train child development associates and helped establish demonstration day care centers.

Utah: Supports public kindergarten system and several state departments administer Federal child development funds; legislation to establish state Office of Child Development likely to be introduced in legislature next year.

Vermont: Office of Child Development created administratively in 1971 as part of the Agency for Human Resources; in 1972, legislation to establish OCD as coordinating agency submitted to, but not considered by, legislature; licenses day care, private kindergartens and nursery schools and provides technical assistance to upgrade programs. Social Welfare Department in Agency for Human Resources administers day care.

Virginia: No single coordinating and planning agency for child development programs; Bureau of Direct State Services in Department of Welfare and Institutions has developed licensing procedures.

West Virginia: Interagency Council for Child Development established by executive order in 1971, last year developed comprehensive plan for child development services; would involve educational institutions, establishment of training programs for personnel, and make maximum use of Federal, state and local funds.

Wisconsin: Eight divisions in six state departments involved with child development programs; study committee looking into coordination; governor's budget would provide limited funds for start-up costs for 40 centers.

Wyoming: Several state departments administer Federal child development funds, but there is no coordinating mechanism; legislature this year defeated a bill to establish public kindergartens but approved measure to fund programs for education of mentally and physically handicapped children.

Editor's Note: This national summary was prepared by contributing editor Kay McNett who is compiling a more complete state-by-state report on programs for children soon to be offered by DCCD Reports.

Attachment 2

An understanding of the model of development for a State interested in recognizing a role for the development of children 0-6 years is important. Concurrently, a knowledge of the many and varied early childhood development activities in Oklahoma is also a necessity. This is a list that represents my knowledge and, in most cases, contact.

I. TRAINING AND TECHNICAL ASSISTANCE

(A) Colleges and Universities:

(1) Oklahoma State University - School of Home Economic and Extension Division.

Contacts: Dean Leia O'Toole and Dr. Josephine Hoffer

(2) University of Oklahoma - School of Education and Home Economics.

(3) Tulsa University.

(4) Eastern Oklahoma State/Wilburton.

Contact: Dale Choubler

(5) Oscar Rose Junior College/Oklahoma City.

(6) Claremore Junior College/Claremore.

(7) State Department of Vocational and Technical Education.

Contacts: Nedra Johnson and Wanda Wilson

(B) Federally Funded Head Start:

(1) Oklahoma State Office of Economic Opportunity.

Contact: Faye Campbell

(2) University of Oklahoma/Center for Continuing Education.

(3) Eastern Oklahoma State/Wilburton.

Contact: Dale Choubler

II. PROGRAM OPERATION

(A) Private for Profit and Private for Non-Profit:

(1) The 385 licensed centers (see Attachment for breakdown by county).

(2) The 699 licensed family day-care homes (See Attachment for breakdown by county).

(B) Federally Funded Head Start:

(1) The 26 federally funded Head Start Programs (See Attachment for breakdown by program and county).

(C) Child Placing Agencies:

(1) Ten (10) licensed agencies, such as Sunbeam, Catholic Charities, Lutheran, Baptist, etc.

(D) Child Care Institutions:

Twenty-Four (24) - (See Attachment for breakdown by county).

III. SPECIAL INTEREST GROUPS

(A) State-Wide:

(1) Oklahoma Association of Children Under Six.

(2) Oklahoma Association for Mental Health, Inc.

(3) Sooner Chapter
Kidney Foundation of Oklahoma - Southern Kansas
March of Dimes

Oklahoma Rehabilitation Association

Oklahoma Association for Mental Health, Inc.

Oklahoma Association for Retarded Children, Inc.

Oklahoma City Council on Alcoholism

Oklahoma Dental Foundation for Research & Education

Oklahoma Ear Bank

Oklahoma Education Association

Oklahoma Eye Foundation

Oklahoma Foundation for the Disabled

Oklahoma Heart Association

Oklahoma Hemophilia Foundation

Oklahoma League for Blind

Oklahoma Lung Association

Oklahoma Podiatry Association

Oklahoma Society for the Prevention of Blindness

Oklahoma State Dental Association

Oklahoma Tuberculosis and Respiratory Disease Association, Incorporated

Oklahoma Association for Children Under Six

Oklahoma Psychological Association

Oklahoma Association for Children with Learning Disabilities

American Academy for Cerebral Palsy

(B) Local:

(1) Friends of Day Care, Tulsa

Contact: Betty Young and Dr. Beth Lamb

(2) Community Action Agencies

(3) Local 4-C Committees

(a) Permanently Recognized

- Oklahoma City/County (John Fleming - Community Council)
- Chickasha
- McAlester

(b) Initially Recognized

- Love County
- Lawton
- Ada
- Tulsa

(c) Talking Stage

- Norman
- Miami
- Vinita
- Muskogee

(4) North Oklahoma City Day Care Center Association - Betty Kerr, President.

(5) South Oklahoma City Day Care Center Association - Jack Wagner, President.

(6) Voluntary Day Care Directors Association - Oklahoma City - Skip Zdananski.

(7) Association for Child Care Administrators - Oklahoma City - Mary Lou Acres.

IV. STATE AGENCIES AND COMMITTEES INTERESTED IN EARLY CHILDHOOD DEVELOPMENT

(A) Department of Institutions, Social and Rehabilitative Services.

Contact: Florence Frank (Licensing) Pauline Mayer

(B) State Department of Education.

(1) The major Department of Education Activity in the early childhood development area is the public school kindergarten program for five year olds. This half-day program will be mandatory in Oklahoma the 1974-75 school year.

Contacts: Dr. Fisher, Ms. June Guber and Ms. Sally Augustine.

(C) State Health Department.

This department has recognized the need for a State total child development program (known as a preventive rather than a remedial effort). Through the public guidance center state network maintained by the State Health Department, two state level early childhood development specialists, (part-time consultants) provide programs, in-service training or guidance center staff and written materials.

Contacts: Dr. Leroy Carpenter, Dr. Ron McAfee, Dr. Wanda Draper, Ms. Sue Williams

(D) State Department of Mental Health.

(1) Child Advocacy Committee of State Mental Health Association, Inc.

Contacts: Beth Lacey, Ruby Duke and Beth Holmes

(E) Oklahoma Office of Community Affairs and Planning.

(1) The major child development concern of this state agency is that local and regional planning groups in the State recognize that child care is one of the elements of a comprehensive

community planning document and that area-wide efforts be so coordinated that duplication problem areas identified and addressed. The eleven planning sub-districts cover the entire state.

Contact: John H. Montgomery

(F) State Community Coordinated Child Care Committee. (State 4-C)

Contact: Ms. Mayme Jackson, Chairman

(G) Governor's Committee on Children and Youth.

(H) State Health Planning

Contact: Jack Boyd

Charlotte Leach

IV. OTHER IMPORTANT CONTACTS

Ms. Betty Ward
Education Specialist to the Governor

State Senator James Howell
Chairman
Senate Common Education Committee

State Senator George Miller
Senate Representative
on Education Commission of States

Ms. Sally Allen
Project Director of
Early Childhood Development Project
Education Commission of States
Denver, Colorado

Mr. Tommy Sullivan
Assistant Regional Director
Office of Child Development
Dallas, Texas

Ms. Hannah Atkins
House of Representatives
Member of ECS/Early Childhood
Development Task Force

...ED & PROVISIONALLY LICENSED
...LY DAY CARE HOMES
...VISIONAL = (P)

Attachment 3

9-1-72

BEST COPY AVAILABLE

County List

1. Adair 8	27. Grant	53. Nowata 3
2. Alfalfa 5	28. Greer 2	54. Okfuskee 1
3. Atoka 1	29. Harmon 1	55. Oklahoma 150/29
4. Beaver	30. Harper 3	56. Okmulgee 26
5. Beckham 5	31. Haskell 4	57. Osage 5
6. Blaine 1	32. Hughes 3	58. Ottawa 24
7. Bryan 15	33. Jackson 19	59. Pawnee 6
8. Caddo 2	34. Jefferson	60. Payne 17
9. Canadian 7	35. Johnston 9	61. Pittsburg 10
10. Carter 3	36. Kay 12	62 Pontotoc 13
11. Cherokee 12	37. Kingfisher 1	63. Pott. 6
12. Choctaw 9	38. Kiowa	64. Pushmataha 2
13. Cimarron 3	39. Latimer 1	65. Roger Mills 1
14. Cleveland 15/19	40. LeFlore 20	66. Rogers 7
15. Coal 2	41. Lincoln 3	67. Seminole 8
16. Comanche 16/10	42. Logan 4	68. Sequoyah 4
17. Cotton 6	43. Love 2	69. Stephens 4
18. Craig 6	44. McClain 8	70. Texas 4
19. Creek 6	45. McCurtain 5	71. Tillman 2
20. Custer 2	46. McIntosh 5	72. Tulsa 47
21. Delaware 5	47. Major	73. Wagoner 14
22. Dewey 2	48. Marshall 8	74. Washington 12
23. Ellis	49. Mayes 9	75. Washita 2
24. Garfield 7	50. Murray 10	76. Woods 3
25. Garvin 7	51. Muskogee 29	77. Woodward 3
26. Grady 1	52. Noble 6	Total 599/410

LICENSED & PROVISIONALLY LICENSED - DAY CARE CENTERS
PROVISIONAL = (P)

Attachment 3

9-1-72

County List

BEST COPY AVAILABLE

1. Adair	27. Grant	53. Nowata 1
2. Alfalfa	28. Greer 1	54. Okfuskee 1 (P)
3. Atoka	29. Harmon 2	55. Oklahoma 142 4
4. Beaver	30. Harper	56. Okmulgee 1
5. Beckham 2	31. Haskell	57. Osage 2
6. Blaine 3	32. Hughes 1	58. Ottawa 1
7. Bryan 3	33. Jackson 8	59. Pawnee 1
8. Caddo	34. Jefferson	60. Payne 7
9. Canadian 5	35. Johnston	61. Pittsburg 3
10. Carter 2 1 (P)	36. Kay 8 2 (P)	62 Pontotoc 4
11. Cherokee 3	37. Kingfisher	63. Pott. 5
12. Choctaw 3	38. Kiowa 1	64. Pushmataha 1
13. Cimarron	39. Latimer 1	65. Roger Mills
14. Cleveland 15 1 (P)	40. LeFlore 1 (P)	66. Rogers 6
15. Coal	41. Lincoln 3	67. Seminole 3
16. Comanche 11	42. Logan 2	68. Sequoyah 2
17. Cotton 1	43. Love	69. Stephens 1
18. Craig 3	44. McClain 2	70. Texas 1 (P)
19. Creek 2	45. McCurtain 2	71. Tillman 1
20. Custer 4	46. McIntosh	72. Tulsa 78
21. Delaware 4	47. Major 1	73. Wagoner
22. Dewey	48. Marshall	74. Washington 7
23. Ellis	49. Mayes 2	75. Washita 1
24. Garfield 11 1 (P)	50. Murray	76. Woods 2
25. Garvin	51. Muskogee 5	77. Woodward
26. Grady 2	52. Noble 3	Total 385 120

Licensed (l)
Provisional (p)
Applications (a)

CHILD CARE INSTITUTIONS 9-1-72

County List Attachment 3

1. Adair	1(L)	27. Grant		53. Nowata	
2. Alfalfa		28. Greer		54. Okfuskee	
3. Atoka		29. Harmon	1(L)	55. Oklahoma	7(L) 1(A)
4. Beaver		30. Harper		56. Okmulgee	
5. Beckham		31. Haskell		57. Osage	1(L)
6. Blaine		32. Hughes		58. Ottawa	
7. Bryan	1(A)	33. Jackson	1(L)	59. Pawnee	
8. Caddo		34. Jefferson		60. Payne	
9. Canadian		35. Johnston		61. Pittsburg	
10. Carter		36. Kay	1(L)	62. Pontotoc	
11. Cherokee	1(L)	37. Kingfisher		63. Pott.	1(L)
12. Choctaw	1(L)	38. Kiowa		64. Pushmataha	
13. Cimarron		39. Latimer		65. Roger Mills	
14. Cleveland		40. LeFlore		66. Rogers	
15. Coal		41. Lincoln		67. Seminole	1(L)
16. Comanche	1(L)	42. Logan		68. Sequoyah	1(L)
17. Cotton		43. Love		69. Stephens	1(L)
18. Craig		44. McClain		70. Texas	
19. Creek	1(L)	45. McCurtain		71. Tillman	
20. Custer		46. McIntosh		72. Tulsa	3(L) 1(A)
21. Delaware	1(L)	47. Major		73. Wagoner	
22. Dewey		48. Marshall		74. Washington	
23. Ellis		49. Mayes		75. Washita	
24. Garfield		50. Murray		76. Woods	
25. Garvin		51. Muskogee	1(L)	77. Woodward	
26. Grady		52. Noble		Total	(24L) 1(A)

DS-S-12 (Revised 1-59) Okla. DPW

LEGEND:
Licensed (1)
Applications (a)

CHILD PLACING AGENCIES

County List

Attachment 3
9-1-72

BEST COPY AVAILABLE

1. Adair	27. Grant	53. Nowata
2. Alfalfa	28. Greer	54. Okfuskee
3. Atoka	29. Harmon	55. Oklahoma 5(L)
4. Beaver	30. Harper	56. Okmulgee
5. Beckham	31. Haskell	57. Osage
6. Blaine	32. Hughes	58. Ottawa
7. Bryan	33. Jackson	59. Pawnee
8. Caddo	34. Jefferson	60. Payne
9. Canadian	35. Johnston	61. Pittsburg 1(A)
10. Carter	36. Kay	62 Pontotoc
11. Cherokee	37. Kingfisher	63. Pott.
12. Choctaw 1(L)	38. Kiowa	64. Pushmataha
13. Cimarron	39. Latimer	65. Roger Mills
14. Cleveland 1(L)	40. LeFlore	66. Rogers
15. Coal	41. Lincoln	67. Seminole
16. Comanche	42. Logan	68. Sequoyah
17. Cotton	43. Love	69. Stephens
18. Craig	44. McClain	70. Texas
19. Creek	45. McCurtain	71. Tillman
20. Custer	46. McIntosh	72. Tulsa 3(L)
21. Delaware	47. Major	73. Wagoner
22. Dewey	48. Marshall	74. Washington
23. Ellis	49. Mayes	75. Washita
24. Garfield	50. Murray	76. Woods
25. Garvin	51. Muskogee	77. Woodward
26. Grady	52. Noble	Total 10(L) / 1(A)

Oklahoma State Department of Education
Educational NEEDS ASSESSMENT

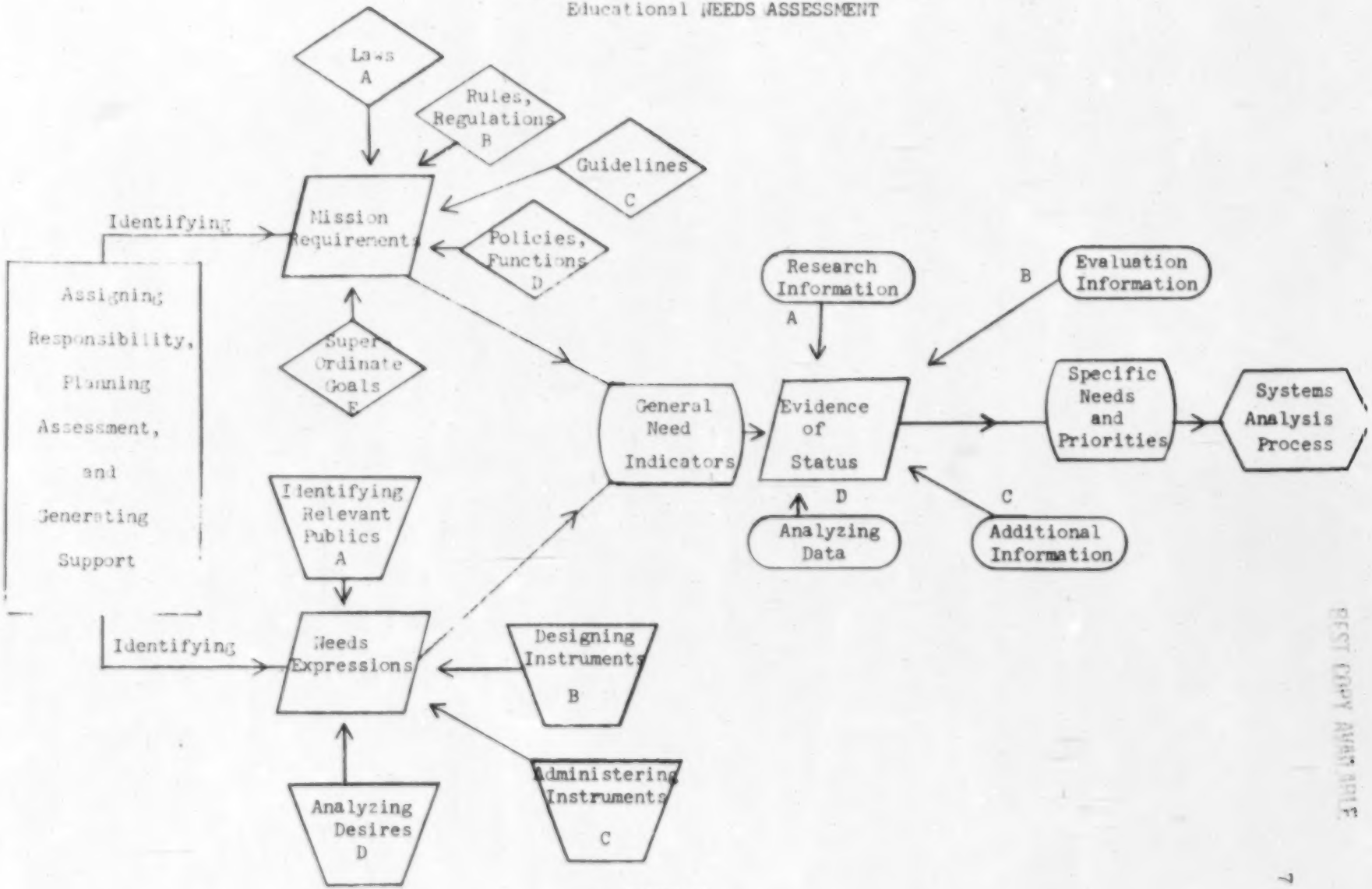

CHART II